

USOE Fine Arts Rainbow Chart

Sixth - Page 1		Experience/	Explore/	Apply/	Analyze/	Research/	Refine/
Sixiii - i age i		Identify	Contextualize	Build Skills	Integrate	Create	Contribute
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and
Sing Singing vs. speaking voice Melody High/low, up/down Pitch accuracy in an appropriate range Steps, skips, repeated pitches Head/chest voice Breath support Vocal health Vocal styles Folk, traditional, and multicultural songs Singing games Call & response Harmony Partner songs ostinato Rounds countermelodies, Descants Texture Instrumental and vocal	SING Vocal development: the care, training, and proper use of the voice Melody: a sequence of single pitches that move up, down, or repeat Harmony: more than one pitch sounding at the same time. Parallel harmony: pitches that move parallel to the melody (3rds, 6ths) to create harmony Chords: I IV V	Experience the difference between the speaking and singing voice Experience melody in a variety of singing styles including traditional and popular music Experience reading basic melodic notation on the treble clef staff Experience the difference between melody and harmony in songs and listening selections CD1 #29 Hey, Hey Look at Me recording, melody then harmony Experience simple and complex harmonies He's Got the Whole World in His Hands lesson, playing: simple chords, singing: complex-partner song	Explore the appropriate use of head and chest voice Explore in-tune singing in a natural voice through a variety of traditional or cultural songs Explore songs that offer a variety of melodic patterns in popular, traditional, and world music. Explore simple parallel harmony CD1 #29 Hey, Hey Look at Me recording, melody then harmony in interlude CD2 #22 Peace Like a River Explore vocal and instrumental harmony through partner songs, rounds, descants, countermelodies (polyphony) CD1 #14 Charlotte Town lesson, singing, countermelody CD2 #16 Oh, How Lovely is the Evening	Build vocal skills with attention to natural vocal production, good breath support, and sensitivity to pitch Build skill in recognizing variations of pitch patterns and contour in melodic phrases Practice harmony by singing partner songs, ostinatos, rounds, descants, & countermelodies CD1 #4 All Night, All Day/ Swing Low, Sweet Chariot partner song CD2 #41 This Train/When the Saints partner song Build skill in singing parallel harmony	Analyze connections between healthy use of the voice, pitch accuracy, and good vocal production in various vocal styles Analyze familiar melodies on the treble staff and identify melodic movement as steps, skips, or repeated pitches Analyze popular vocal styles i.e. opera, pop, country, jazz, etc. Turkey in the Straw lesson, singing Analyze and identify different kinds of harmony in music CD2 #52 You Are My Sunshine recording, clarinet countermelody Analyze how voices and instruments combine to make harmony	Create vocal style or character through improvising and experiencing a variety of song literature Create/Improvise simple melodies using steps, skips and repeats Create simple parallel harmony to compliment a simple melody CD1 #37 L've Been Working of the Railroad lesson, singing Create a simple 2 or 3 chord accompaniment or ostinato for a familiar or original melody (homophony) CD1 #5 Amazing Grace lesson, playing	Perform songs intune using a natural singing voice Perform harmony with careful attention to pitch and rhythmic accuracy

Sixth - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
		Experience simple harmonic accompaniments using 2 and 3 chords CD2 #16 Oh, How Lovely is the Evening First time through has a chordal accompaniment	Explore how to build chords on tones I, and IV and V of a major scale CD2 #12 My Home's in Montana, lesson, listening	Practice playing 2 or 3 chord accompaniments to familiar songs CD1 #28 He's Got the Whole World in His Hands lesson, playing. v. 4 includes some altered chords	Analyze melody to determine appropriate chord changes in a song CD2 #14 New River Train		
BeatSteady beatMeterStrong and weak beats	PLAY Beat: the underlying pulse of music.	Experience the feeling of beat in a variety of musical styles CD1 #28 He's Got the Whole World in His Hands,	Explore beat in a variety of musical styles	Practice beat accuracy vocally or instrumentally	Analyze the importance of steady beat in group performance. Analyze	Create/Improvise simple rhythmic phrases over a steady beat	
• Meter in 2, 3, 4 & 6 2	Meter: patterns of strong and weak beats • duple, triple and mixed meters	recording, swing CD1 #29 Hey, Hey Look at Me See recording details, style and culture Experience duple and triple meter by feeling strong/weak beat patterns in groups of 2, 3, 4, 6 and other mixed meters (5/4, 7/8, 12/8 etc.) Experience additional ways to divide the beat into new rhythm patterns of sound and	Explore combining beats into groupings of 2, 3, 4, 6 and mixed meters using strong and weak beats for emphasis Explore rhythm patterns within metric units of 2, 3, 4, and 6 CD2 #25 Rain, Rain (It's Pouring)	Practice playing strong/weak beat patterns in 2, 3, 4, and 6 with body percussion and classroom instruments Practice playing rhythm patterns simultaneously against beat and/or rhythm patterns played by others	strong/weak beat patterns and devise a way to represent the meter (i.e. time signatures) Analyze simple rhythm patterns in meters of 2, 3, 4, and 6 in familiar songs or listening selections CD2 #2 Little Tom Tinker 6/8 time	Create original rhythms of varying lengths in meters of 2, 3, 4, and 6	Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6, always keeping a steady beat
2/4, 3/4, 4/4, and 6/8 Rhythm • Beat/divided beat • Sound/silence • Rest • Ostinato Various divisions of beat	Rhythm: combinations of long and short, sound or silence	Experience repeated and contrasting phrases in various musical styles and organizational forms Putamayo Kids, American Folk www.putamyo.com	Raining, It's Pouring) CD2 #37 The Farmer in the Dell See recording details, and piano accompaniment in appendix	CD2 #19 Old Joe Clark lesson, playing, listening CD2 #50 When Johnny Comes Marching Home Again lesson, playing	CD2 #3 Little Tommy Tinker 4/4/time CD2 #25 Rain, Rain (It's Raining, It's Pouring) CD2 #50 When Johnny Comes Marching Home Again lesson, playing		

Sixth - Page 3		Experience/	Explore/	Apply/	Analyze/	Research/	Refine/
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	Flowents of Music	Label, list, name, define, relate, recall and use	Discover, look at, investigate, experience	Apply, construct, demonstrate, evaluate	Compare, contrast, distinguish, examine, and	Study, explore, seek, be creative, imagine and	Show skill criterion mastery for grade
Previously mastered	Elements of Music with definitions	music making tools	and form ideas	and practice	incorporate.	produce	level, give opinions, support others, and
grade level skills							show work
Form	LISTEN	Experience	Explore basic forms in	Practice labeling	Analyze patterns	Create a song	
Phrase	Form: how music is	introductions and endings in written	a variety musical style including theme and	sections of form	and themes found	arrangement with a	
Combinations of	organized	music	variation, phrases,	using icons,	in music by listening	specific pattern of	
same/different,	• intro, coda,	Experience an	verse/refrain, intro,	alphabet letters A, B, C, visually, or	for repetition, contrast, and simple	form	
verse/refrain,introduction	interlude, • D.C. al Fine,	awareness and control	interlude, coda, D.C. al Fine, and 1 st and 2 nd	with movement	variation	Set We	
• interlude,	• 1 st and 2 nd	of expressive	endings				
Δ .	endings	elements		CD1 #37	CD#2 #37 The Farmer in the Dell	We Come to Greet	
Coda,	theme and	Experience	CD#2 #45 Turkey in the Straw	<u>I've Been Working on</u> the Railroad	lesson, recording details	You in Peace	
• 1 st & 2 nd endings,	variation	differences between	lesson, singing, see	lesson, creating	, g	lesson, creating	Perform with
1. 1 st		smooth, detached, and accented notes	notation	Practice singing	Analyze how	Create expression	sensitivity to tempo,
2. 2 nd			Explore examples of	songs or playing	changes in tempo,	in music by varying	dynamic contrast,
D.C. al fine	Expressive	Experience/identify	varying tempo,	instruments with	dynamics, and	the tempo,	and articulation in the music.
D.C. al Fine	Elements	various vocal and instrumental timbre in	dynamics, legato,	varying tempo,	articulation can affect ideas,	dynamics, and	tile iliusio.
	Tempo: rate of	live and recorded	staccato, and accent in music	dynamics, and	thoughts and	articulation	
Tempo	speed Dynamics : degrees	music		articulations	emotions		
Faster/slower/	of loud & soft	INSTRUMENTS OF THE ORGHESTRE	Explore the effect of tempo, dynamics, and	Practice layering	FOLK PLAYGROUND	Create a melody, and include specific	
variable	0. 100.0 0. 00.1	OF THE ORGINES THE	articulation in live and	various instruments	Y	articulation to	
Dynamics	Articulation:	Experience different	recorded music	to accompany a	Mean of Cal	compliment the	_ , , ,,,,
Louder/softer/ variable	legato, staccato,	types of texture and	Explore the layering of	song	Putamayo Kids,	style and mood	Perform a familiar
variable	accent	timbre in and live and recorded music	timbres in music to	CD2 #29	Folk Playground, www.putamayo.com		song in different vocal or
Articulation		Monophony (Gregorian	create texture	Scotland's Burning			instrumental styles
• legato: smoothly	Timbre: (tam'-ber)	chant, melody with no	CD1 #28	lesson, playing	Analyze timbre as	Research the	motiumental styles
connected	tone color, the unique sound made	accompaniment)Polyphony (round,	He's Got the Whole	Practice identifying	an identifying	production of sound	
	by an instrument or	partner song,	World in His Hands,	how melody,	characteristic of	(vibration and	
staccato:	voice	countermelody, fugue) Homophony (pop,	lesson, the recording, details	harmony, and vocal	instrumental	resonation) in voice, band and orchestra	
detached, short		country, chorale, hymn,		and instrumental	families (string, woodwind, brass,	instruments	
ĺ	Texture: layered	etc.)	Explore combining several simple folk	timbre are used to	percussion)	instruments	
	combinations (thick	CD2 #22	songs, partner songs,	create texture in various styles of			
accent: > increased emphasis	or thin) of voices	Peace Like a River	and countermelodies	music			
on a single tone	and/or instruments	v.1 1 st phrase monophony v.2 homophony	to create polyphony			Create an original	
on a origin torio		v.3 polyphony, using a	CD2 #34	Build skill in		layered texture for a	
		countermelody	Skip to My Lou /	balancing vocal and instrumental timbre		song with	
			Sandy Land	in group		instrumentation for	
			partner songs	performance		the style	
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Timbre	Monophony: one single melody Polyphony: many melodies at once Homophony: a melody with accompaniment	CD2 #29 Scotland's Burning lesson, playing polyphony, ostinato, round CD1 #4 All Night, All Day/ Swing Low, Sweet Chariot recording includes homophony, homophony, and polyphony	CD2 #4 London Bridge lesson, singing (see listed partner songs), creating CD2 #41 This Train / When the Saints CD1 #4 All Night, All Day/ Swing Low, Sweet Chariot		Analyze how timbre and texture affect musical style CD1 #28 He's Got the Whole World in His Hands, lesson, the recording details Putamayo Kids, World Playground, www.putamayo.com		
Icon examples: Beat divided beat OF TOTAL PRINCIPLE STATE	READING / WRITING Icons: non- traditional symbols representing musical ideas Notation: traditional music symbols representing the combination of melodic & rhythmic elements	Experience familiar songs written in iconic notation, traditional notation or instrumental tablature	Explore iconic or traditional representations of melodic, metric, and rhythmic patterns in a variety of songs CD2 #2 & 3 Little Tom Tinker Little Tommy Tinker CD2 #25 Rain, Rain (It's Raining, It's Pouring)	Practice playing or singing while reading iconic patterns or traditionally notated music CD2 #29 Scotland's Burning lesson, playing	Analyze iconic representation or traditional notation of melodic, metric, and rhythmic patterns	Create and notate a simple song or ostinato pattern using traditional notation	Perform and share a simple, original song or ostinato pattern written in traditional notation

Resources Sixth - Page 5

> State Approved Music Resources K-6: http://www.schools.utah.gov/curr/FineArt





SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.

- Movement CD companion for USOE Songbook
- DVD: SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.

Approved textbook series:

- McMillan/McGraw-Hill http://www.mhschool.com/music/student/index.html
- PEARSON ED. PUBLISHING (previously Silver Burdett) <u>www.scottforesman.com</u>

Professional Music Teaching Organizations



UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us



DALCROZE EURYTHMICS, Dalcroze Society of America:

http://www.dalcrozeusa.org/home.html



EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research:

http://richardsinstitute.org/Default.aspx



KODÀLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UFOLKS



ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA

Web Links





http://www.classicsforkids.com CLASSIC FOR KIDS: lesson ideas, listening maps, composers, music dictionary, etc.



http://www.classroomclassics.com CLASSROOM CLASSICS: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs



http://www.putumayo.com/en/putumayo_kids.php PUTAMAYO KIDS: CDs, folk songs, multicultural, and world music listening resource, examples:















http://www.sfskids.org/templates/splash.asp San Francisco Symphony For Kids: all about the symphony orchestra